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ABSTRACT

In January 1996, Prince George's Community College (PGCC) established the Campus Retention Committee to review community college retention strategies, determine PGCC's strengths and weaknesses in the area of retention, and develop a list of retention goals and an implementation schedule for the college. After reviewing findings from previous retention committees, related literature, and current PGCC retention data and programs, the committee developed the following strategies: (1) expand and improve support for mathematics instruction; (2) establish, monitor, and evaluate retention activities and objectives for PGCC's Educational Development department; (3) establish, monitor, and evaluate degree-credit division and department retention objectives and activities; (4) expand and improve early intervention programs; (5) improve student orientation programs; (6) pilot test a Freshman Academy for students with multiple skill deficiencies, no family history of college attendance, and unfocused goals; (7) increase faculty involvement in student support services; (8) provide tuition assistance to high-achieving PGCC students; (9) improve and expand mentoring efforts to include peer counseling activities; and (10) hire a learning specialist to develop workshops and protocols to help faculty identify and assist students with learning problems and disabilities. A Student Retention Action Plan is attached showing target groups, responsible individuals, implementation dates, steps, objectives, evaluation methods, and costs for each strategy. (BCY)

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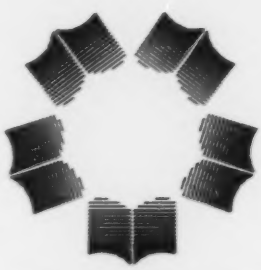
Campus Retention Committee
Final Report



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CAMPUS RETENTION COMMITTEE

Final Report

June 1996

Submitted by:

Chair: David P. James
Dean of Educational Development and Degree/Extension Centers and Special Programs

Members: Veronica Alford
Educational Advisor, Student Development and Counseling

Tamba Alpha-Kpetewama
Coordinator, ALANA Experience

Craig A. Clagett
Director of Institutional Research and Analysis

Isa N. Engleberg
Academic Assistant to the Vice President for Instruction

Campus Retention Committee
Final Report

Background

On January 25, 1996, a Campus Retention Committee was appointed consisting of representatives from all five divisions of the college: Veronica Alford (Student Services), William Anderson (Administration and Finance), Craig Clagett (Advancement and Planning), Isa Engleberg (Instruction), and David James (Continuing Education and Evening Programs). In addition, the committee included Tamba Alpha-Kpetewama from the ALANA Experience, a counseling and mentoring program for at-risk minority students. Vice President for Student Services Charlene Dukes and Assistant to the President for Minority Affairs and Affirmative Action Programs Alonia Sharps were committee liaisons to the President's Council.

The initial charges to the committee were:

- Review the findings from the 1988-89 retention committee.
- Review pertinent literature on retention strategies effective in community colleges undergoing demographic shifts similar to PGCC.
- Identify campus strengths and weaknesses relating to the retention of students.
- Review existing campus retention programs.
- Review the latest campus research and identify critical factors related to retention.
- Determine the desired character of the future PGCC campus.
- Devise strategies, consistent with those of the Marketing Council, to support awareness of retention needs and activities, to foster an understanding of the influence staff have on student persistence and the quality of campus life.
- Maintain a high degree of visibility on campus and keep information flowing throughout the organization.
- Establish priorities for action and identify resource needs.
- Prepare a progress report for presentation to the Board of Trustees at their working session March 22, 1996.

- Deliver a final report by June 1, 1996 including proposed recommendations, short-, intermediate-, and long-term goals, and an implementation schedule.

At its first meeting on February 7, 1996, the committee elected David James as chair and Isa Engleberg as recorder. To meet the tight timeline included in the charges, the committee decided to meet weekly at 10:00 a.m. on Wednesdays, with each committee member given weekly assignments. To the committee's regret, William Anderson had to resign after attending two meetings.

This report summarizes the activity of the Campus Retention Committee to date, and presents its recommendations to the college community.

Premises and Goals of the Retention Committee

Prince George's Community College is committed to increasing retention of students at the college so that students achieve their individual goals in attending the college. For the majority of degree-seeking students, this means supporting students through completion of the associate's degree. Less than one in ten degree-seeking students entering the college currently earn associate degrees at PGCC. The college should be committed to raising this graduation rate. However, it must be recognized that the decision to remain at PGCC and persist in one's studies is a personal decision of the student. While the college should do everything it can, within its resource constraints, to promote student achievement, learning is ultimately the responsibility of the student. The college should be committed to providing an academic and social environment conducive to learning, with high academic standards, state-of-the-art educational technologies, effective instructional support services, personal attention and mentoring. Yet even the ideal college will not have a 100 percent retention rate. Students leave short of a degree for a number of reasons, many of which are beyond the college's influence and represent rational decisions rather than failure of either student or college.

It is the goal of the Retention Committee to develop strategies and programs to enhance student achievement. While achievement can take many forms, the Retention Committee is committed to *promoting degree-seeking student persistence* defined in three ways:

Persistence through course completion. Success in individual courses is prerequisite to progress toward a degree. The Retention Committee proposes to identify courses with low pass rates and threshold courses that correlate with future success, and to assist academic departments in developing action plans to improve student success in these courses.

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Persistence from term-to-term. Students *decide* whether to return to continue their studies at PGCC. The Retention Committee proposes to identify the factors influencing this decision, and to propose actions to encourage a decision to continue. Since research suggests that persistence through the first three major terms (fall-spring-fall) is highly associated with eventual goal achievement, the Retention Committee proposes to focus its efforts on increasing the proportion of students getting off to this "good start."

Persistence to goal achievement. The purpose of retention efforts is to increase student goal achievement. This will be measured primarily in terms of the percent of degree-seeking students graduating, transferring, or achieving sophomore status in good standing three, four, five, and six years after entering the college. The Retention Committee will have succeeded if these percentages rise.

Definition of Retention Terms

The committee agreed on the following definitions:

Retention. The Campus Retention Committee defines retention as *the process that begins with the student's application to Prince George's Community College and culminates in the student's achievement of one or more of the following goals:*

(1) an associate's degree or certificate in a desired program;

(2) transfer to a four-year college, university, or technical institution;

(3) completion of coursework required to obtain a desired job or for career advancement;

(4) a professional license or certification;

(5) personal enrichment.

The committee agreed to measure retention as student persistence *through course completion, from term-to-term,* and *to goal achievement*:

Course completion. The percentage of initial course enrollees (counted at the official statistical freeze date) who receive a passing grade. Fall course pass rates will be calculated for each course and discipline at the college.

Term-to-term retention. Attendance by term will be tracked for cohorts of first-time college students entering PGCC in fall semesters. The number and percent of students in the entering cohort attending each following term (including summer sessions) will be reported. To account for interrupted study patterns (stop-outs), a parallel set of figures for each term will be calculated reporting the number and percent of cohort members who attend the specified *or a subsequent* term. For example, 61 percent of the 2,643 students who entered PGCC in fall 1990 attended PGCC in spring 1991. However, 73 percent of the cohort attended PGCC in spring 1991 *or a later term.* The additional 12 percent did not attend in spring 1991 but did return to PGCC after an interruption in study. Note that the second set of retention figures is subject to change as the analysis is extended to cover more recent term attendance.

Goal achievement. The percentage of degree-seeking students (including students not pursuing a *PGCC* degree but instead preparing for early transfer) who graduate from PGCC, transfer to a senior institution, or attain sophomore status in good standing will be calculated at the end of 3, 4, 5, and 6 years. For non-degree-seeking students, achievement will be determined by student survey responses of job attainment or advancement, acquisition of professional licensure or certification, and personal enrichment.

Attrition. Attrition is the complement of retention; together retention and attrition account for all students in a given study cohort. For example, if 61 percent of a fall cohort were retained the following spring, the fall-to-spring attrition rate was 39 percent. Since retention and attrition essentially measure the same phenomenon, use of both terms is unnecessary and should be avoided. For clarity, the Retention Committee agreed to emphasize student completion/retention/achievement rates rather than attrition or dropout rates.

Stopout. A "stopout" is a student who discontinued study for one or more fall or spring semesters but later re-enrolled at PGCC.

Dropout. A "dropout" is a student who has discontinued study before achieving their goal. A dropout becomes a stopout by re-enrolling. When examining goal achievement at the end of 3, 4, 5, or 6 years, a dropout is a student who has not graduated, transferred, or attained sophomore status in good standing, and who was not enrolled the last major term (fall or spring) included in the study.

At-risk student. The Retention Committee considers "at-risk" students who fall into any of the following four categories:

(1) students unable to meet the minimal standards for enrollment in college-level courses, as identified by their performance on the college's placement tests in mathematics, reading, and English composition;

(2) students placed on academic probation;

(3) students identified by faculty as needing academic assistance through the Early Alert program or other means;

(4) students facing non-academic barriers to success, such as job and family responsibilities and financial difficulties.

Review of Selected Literature

Committee members read and discussed the *Student Learning Outcomes Assessment Report* and related publications prepared by the college's Office of Institutional Research and Analysis (OIRA); the recommendations from the 1988-89 retention committee; the report of the Underprepared Entering Students Implementation Study Group; a New York Times article titled "To Raise the Performance of Minorities, a College Increased Its Standards," distributed by Veronica Alford; an article by Isa Engleberg titled "Whom Are We Trying to Retain?" from the *Community and Junior College Journal*; the Title III "Freshman Academy" proposal summary; the *Annual Market Analysis* prepared by OIRA; and an update by Marge Taibi on the status of implementation of recommendations for serving the underprepared student. The timeline imposed on the committee precluded extensive readings in the national literature; however, members were familiar with national studies and cited them during committee deliberations.

Review of Current Campus Retention Data

Committee members requested and received several data displays produced by OIRA. These included analyses of four-year student outcomes by credit hours attempted and earned, average credit hour loads, developmental education assessment, financial aid, number of major terms attended, continuous versus interrupted enrollment, "good start" versus all other enrollment patterns, academic standing, cumulative grade point average, race/ethnicity, age, and gender; percentage distributions of selected variables by gender, age, and race/ethnicity; achievement after four years analyzed by developmental education progress; fall course pass rates by discipline; and fall course pass rates by course (minimum 100 enrollees).

Review of Current Campus Retention Programs

The committee discussed existing campus retention efforts, including the ALANA experience, across-the-curriculum programs in communication, reasoning, and writing, arena registration, campus cross-cultural efforts, the Honors Program, the

tutoring and writing centers, college marketing and promotional activities, student advising and counseling, and student support services. The committee felt that coordinators of these programs should be encouraged to periodically conduct formal evaluations of their impact on student persistence and success.

Action Plans

The committee adopted a standard "action plan form" for submission of suggested retention strategies. The forms include identification of the target group, office or person responsible, implementation date, interim steps or assignments with deadlines, measurable objectives, evaluation method, and resources needed. Action plans adopted by the committee are appended. The committee agreed that recommended strategies would be prioritized, reflecting an analysis of potential benefits versus costs, be assigned to an office or person willing and capable of implementing the strategy, and include a means for their evaluation. While not wishing to unduly constrain ideas, the committee agreed to consider the college's financial, staffing, political, and legal limitations in proposing and evaluating potential retention strategies.

Recommended Retention Strategies

Members submitted for committee discussion over 30 suggestions for strategies to increase retention and student success. The Campus Retention Committee strongly recommends the following ten strategies, presented in priority order:

1. **Expand and improve support for mathematics instruction.** Three-fifths of the students entering PGCC each fall need remediation in mathematics, a proportion nearly twice that needing developmental reading or composition. The three PGCC courses with the lowest completion rates--with less than half of students passing--are in developmental mathematics (DVM 001, 003, and 004). Six of the eight credit courses with the lowest pass rates on campus are in mathematics (MAT107, 108, 112, 114, 125, and 241). Faculty in credit and developmental mathematics should be supported in their efforts to improve student success in math. The college should fund faculty development programs and workshops; expand math tutoring by hiring more tutors and funding summer tutoring; offer free or inexpensive mini-math refresher courses during the summer and the week before classes; consider changing "P" grades into a system similar to the more traditional A, B, C, D, and F; and support a study by OIRA to analyze correlates of student success in mathematics.

2. **Establish, monitor, and evaluate Educational Development retention objectives and activities.** Campus research suggests that students who complete all required developmental courses achieve *at the same rate as* students entering the college without basic skill deficiencies. However, campus research also shows that relatively few students identified as needing developmental education succeed in completing remediation. The Educational Development Department should appoint a retention committee to design and help implement strategies to assist students through completion of all developmental requirements. The Department should report on its retention activities and accomplishments to the Campus Retention Committee annually.

3. **Establish, monitor, and evaluate degree-credit division and department retention objectives and activities**. Research shows that student success varies by student major and by course discipline. Academic departments should establish retention programs tailored to their disciplines and the goals of their students. Departments might focus on courses with low student pass rates, on the appropriateness of placement test score course prerequisites, and on the effectiveness of 100-level preparatory courses. Efforts of Chemistry Department faculty to analyze correlates of success in CHM 101 and develop intervention, policy, and teaching recommendations to improve student success in introductory chemistry are illustrative. Departments should annually report on the nature and success of their programs to the Campus Retention Committee.

4. **Expand and improve early intervention programs**. The Campus Retention Committee believes that the sooner academic difficulties are identified and interventions initiated, the greater the likelihood of student success. The Early Alert program should be expanded to include personal follow-up contacts with all identified students. Notifying a student that he or she is in academic difficulty is not enough. The system should alert intervention teams as well as the student; the institution should be obligated to implement intervention programs once students in academic trouble have been identified. ALANA and other student support programs should be more fully integrated into the college's early intervention programs.

5. **Improve student orientation to college**. Research shows that over a fourth of the students entering the college each fall will not return for a second term. The Campus Retention Committee recommends revision of the college's program for assisting students in their transition to college, including better promotional campaigns to inform students about the support programs available, the success of students who complete developmental studies, and the advantages of remaining at PGCC through degree completion. The college should investigate the effectiveness of the CAP 102 achieving college success course, and consider the merits of a one-credit college transition/orientation

class with greater student participation. The current Student Orientation program should be strengthened to provide a first-class, comprehensive introduction to the college and its services for new students and their families.

6. **Pilot test Freshman Academy.** Students with multiple basic skills deficiencies, poor or nonexistent study habits, no family history of college attendance, peers unsupportive of academic endeavors, and without clear and realistic goals, need a comprehensive and intensive support system. Anything less will have at best a marginal impact on the overall success of this group. While actions such as Early Alert letters and walk-in tutoring services may be components of a more comprehensive program, by themselves they have had a minimal impact on the most at-risk students enrolled at the college. A full-time, five-days-a- week, cluster-scheduled program delivered by credit and developmental faculty teams and incorporating structured study groups, career and personal counseling, and other support services should be undertaken on a pilot basis, to see if college actions can produce meaningful improvements in the success of the most at-risk students enrolling at the college. The Academy should be three semesters in duration; campus research shows that students beginning their college careers by attending three consecutive terms are more than twice as likely to succeed as students not getting off to this good start.

7. **Increase faculty involvement in student support services.** The college should train and use more faculty members in arena registration, ongoing student advisement, college activities, mentoring programs, high school recruitment, and other student support activities. The national literature, and preliminary findings from an evaluation of the college's mentoring program, suggest that student-faculty interactions outside the classroom can promote student commitment and persistence.

8. **Provide tuition scholarship aid to high-achieving PGCC students.** Campus research shows that many high-achieving students, with college grade point averages of 3.0 and above, discontinue their studies--in many cases due to financial difficulties. Research also shows that students who "stop out" succeed at one-fourth the rate of students able to continue their studies without interruption. Financial assistance should be targeted to part-time, employed adult students with proven PGCC course histories, as well as full-time students in the Honors Program, facing financial barriers to uninterrupted enrollment.

9. **Improve and expand the ALANA program.** Research suggests that many students decide within the first six weeks of class whether to remain at college. The college should support the First Semester Leaders peer counseling activity proposed by the ALANA mentoring program. The addition of student-to-student mentoring to the existing ALANA program might encourage students

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to persist through their first semester and return for further study at PGCC. Other additions or revisions to the college's mentoring program for minority students supported by the OIRA evaluation of ALANA currently underway should also be considered.

10. **Hire a learning specialist.** The college should develop professional development workshops and protocols to help faculty identify and assist students with learning problems and disabilities. Students so identified should be tested and counseled appropriately.

In addition to the above ten priority recommendations, the Campus Retention Committee urges continuous improvement efforts in other existing programs that it believes can promote retention, such as arena registration, academic and career counseling, the Honors Program, the tutoring and writing centers, and across-the-curriculum programs in writing, communication, and reasoning.

Summary

The Campus Retention Committee has developed an institutional plan for increasing student retention that includes goals, measurable objectives, implementation strategies, responsibilities, timelines, evaluation activities, and estimated costs. More important than plans, however, are leadership and follow-through. Only the commitment of both people and resources will allow the college to see if it can make a difference.

The Campus Retention Committee requests that it serve as the college's primary unit for monitoring the progress of campus retention efforts, by receiving reports from the offices responsible for each action plan and preparing an annual report on college retention accomplishments for submission to the Board of Trustees.

Student Retention Action Plan #1

Strategy:	**EXPAND AND IMPROVE SUPPORT FOR MATHEMATICS INSTRUCTION**
Target group	1. Students enrolled in mathematics or mathematics-intensive courses 2. Students tested in need of developmental math.
Persons Responsible	Catherine Cant, Roxann King, David James, Vera Zdravkovich
Implementation date	Spring 1997
Interim steps	1. Create committee to review research and students' needs in mathematics instruction. 2. Actions to consider: (a) restore summer tutoring (b) expand existing tutoring (c) develop free/inexpensive mini-math courses/sessions (d) expand faculty development (e) seek external funding
Objectives	1. Improve pass rate in math courses. 2. Increase student awareness & participation in math tutoring. 3. Improve success of students using tutoring or mini-math courses/session. 4. Increase faculty satisfaction and effectiveness with professional development.
Evaluation	1. OIRA tracking of math pass rates. 2. Student surveys re: math tutoring, mini-courses/session, math instruction, etc. 3. Faculty surveys re: math services and professional development, etc.
Cost	1. Additional math tutors $10,000 2. Mini-math courses/sessions $ 3,000 3. Faculty development $ 2,000

FY 97 Cost $ 7,500
FY 98 Cost $15,000
FY 99 Cost $15,000
Three-Year Total Cost $37,500

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Student Retention Action Plan #2

Strategy:	**ESTABLISH, MONITOR, AND EVALUATE EDUCATIONAL DEVELOPMENT RETENTION OBJECTIVES AND ACTIVITIES**
Target group	All students enrolled in developmental courses.
Persons Responsible	Hercules Pinkney, David James, Veronica Norwood, Roxann King
Implementation date	Fall 1996
Interim steps	1. Create retention committee including credit faculty members. 2. Appoint faculty coordinator to chair committee and coordinate retention activities. 3. Committee will develop, monitor, and evaluate results of retention efforts each semester. 4. Committee will develop, implement, and assess in-service professional development/student retention workshops for all faculty.
Objectives	1. Improve student success and retention rates. 2. Identify instructional techniques designed to reduce attrition. 3. Identify program or course modifications designed to reduce attrition. 4. Prepare report of developmental retention committee on progress of retention activities.
Evaluation	1. Review of course and program completion rates. 2. Review effectiveness of identified instructional techniques and program/course modifications. 3. Evidence of active participation by committee as facilitated by retention coordinator.
Cost	1. Faculty released time for retention coordinators (20 cr. hrs.) $10,000 2. Faculty development activities and program resources $ 2,000

FY 97 Cost $12,000
FY 98 Cost $12,000
FY 99 Cost $12,000
Three-Year Total Cost $36,000

Student Retention Action Plan #3

Strategy:	**ESTABLISH, MONITOR, AND EVALUATE DEGREE-CREDIT DIVISION AND DEPARTMENT RETENTION OBJECTIVES AND ACTIVITIES**
Target group	All degree-seeking students enrolled in credit courses.
Persons Responsible	Dennis Bartow, Robert Barshay, Harold Guy, Rose Mary Swartwood, & Vera Zdravkovich
Implementation date	Fall 1996
Interim steps	1. Create retention committees within academic departments or areas. 2. Appoint faculty coordinators to chair committees and coordinate retention activities. 3. Committees will develop, monitor, and evaluate results of retention efforts each semester.
Objectives	1. Improve student success and retention rates in credit courses and programs. 2. Identify and implement instructional techniques designed to reduce attrition. 3. Identify and implement program or course modifications designed to reduce attrition.
Evaluation	1. Review of course and program completion rates. 2. Review effectiveness of instructional techniques and program/course modifications. 3. Evidence of active participation by committee as facilitated by retention coordinator.
Cost	1. Faculty released time for retention coordinators (80 cr. hrs.) [Includes funding for Action Plan 3A] $40,000 2. Faculty development activities & program resources $8,000

FY 97 Cost $ 48,000
FY 98 Cost $ 36,000
FY 99 Cost $ 24,000
Three-Year Total Cost $108,000

Student Retention Action Plan #3A

Strategy:	**IMPROVE AND EXPAND STUDENT SUCCESS AND RETENTION IN CHM 101 AND 100-LEVEL PREPARATORY COURSES**
Target group	Students enrolled in CHM 101 and/or 100-level preparatory courses
Persons Responsible	Dennis Bartow, Robert Barshay, Harold Guy, Rose Mary Swartwood, Vera Zdravkovich; plus Scott Sinex and Barbara Gage
Implementation date	Fall 1996
Interim steps	1. Develop and conduct studies to analyze correlates of student success in CHM 101 and 100-level preparatory courses. 2. Develop retention strategies to improve course outcomes. 3. Consider expanding 100-level preparatory course options in other academic areas.
Objectives	1. Identify and institute course modifications designed to improve student success and retention rates in target courses. 2. Identify instructional techniques designed to enhance retention in target courses and next-level courses.
Evaluation	1. Review of course and program completion rates. 2. Comparison of student success and retention for those who take or do not take the above courses. 3. Student and faculty satisfaction with courses.
Cost	Costs included in Action Plan #3.

ANNUAL AND TOTAL COSTS: See Action Plan #3

Student Retention Action Plan #3B

Strategy: EXPAND CREDIT-COURSE TUTORING	
Target group	Students enrolled in courses for which academic tutoring is made available
Persons Responsible	Dennis Bartow, Margaret Ross, Charles Hansborough, Richard Profozich
Implementation date	Summer 1997
Interim steps	1. Study patterns of use and student needs for tutoring in different academic areas. 2. Develop and implement a plan to expand tutoring and/or areas for tutoring during the fall and spring semesters. 3. Develop and implement a plan to reinstitute summer tutoring.
Objectives	1. Improve student success in courses for which tutoring is available and utilized. 2. Increase student participation in tutoring. 3. Provide academic tutoring for students throughout the entire academic year.
Evaluation	1. Study and assess the extent to which students' use of tutoring enhances academic success and retention. 2. Survey student and faculty satisfaction with tutoring. 3. Conduct cost-benefit analysis of tutoring program.
Cost	1. Reinstitute summer tutoring $ 7,500 2. Expand fall and spring tutoring $ 2,500 Note: Budget figures do not include mathematics tutoring described in Action Plan #1.

FY 97 Cost $ 2,500*
FY 98 Cost $10,000
FY 99 Cost $10,000
Three-Year Total Cost $22,500

*Summer I tutoring for FY97.

Student Retention Action Plan #4

Strategy: EXPAND AND IMPROVE EARLY INTERVENTION PROGRAMS	
Target group	High-risk and first-semester students
Persons Responsible	Charlene Dukes, Hank Busky, Marge Taibi
Implementation date	Spring 1997
Interim steps	1. Assess and improve early intervention programs as well as quality and clarity of communications and correspondence. 2. Add personal intervention component to early intervention programs by trained college staff members. 3. Involve ALANA and other student support programs in coordinated early intervention programs.
Objectives	1. Increase student and faculty participation in early intervention programs and activities. 2. Improve student success and retention of students who respond to or participate in components of early intervention programs. 3. Improve quality and quantity of early intervention strategies.
Evaluation	1. Track student success/retention rates of those who respond to interventions. 2. Surveys of students, faculty, and staff on effectiveness of early intervention programs. 3. Evaluate quality and clarity of early intervention communications and correspondences.
Cost	1. Supplies and Materials $ 2,000 2. Staff training $ 500

FY 97 Cost $ 2,500
FY 98 Cost $ 2,500
FY 99 Cost $ 2,500
Three-Year Total Cost $ 7,500

Student Retention Action Plan #5

Strategy: IMPROVE STUDENT ORIENTATION TO COLLEGE	
Target group	First-semester students
Persons Responsible	Charlene Dukes, Hank Busky, Jay Boyar, Jackie Moore, Dennis Bartow, Hercules Pinkney
Implementation date	Spring 1997
Interim steps	1. Create committee to observe FY97 orientation program and recommend improvements based college research, student input, and other models. 2. Pilot test new orientation in Spring 1997. 3. Expand and improve promotional efforts to inform students about student support and retention programs. 4. Create committee to investigate and recommend improvements to and expansion of student success course (see Action Form #5A).
Objectives	1. Increase attendance/participation in orientation and student success course. 2. Increase student awareness of college procedures, student services, student responsibilities, and academic opportunities. 3. Improve retention of students who participate in orientation and student success course.
Evaluation	1. Track student participant in orientation programs and student success course. 2. Survey students about value of orientation and study success course. 3. Survey students who use college services about their sources of information about such programs.
Cost	1. Materials and supplies for orientation $3,000 2. Materials and supplies for promotion $1,000 3. Student Success course costs $7,500 (See Action Plan #5A)

FY 97 Cost $11,500
FY 98 Cost $11,500
FY 99 Cost $ 4,000
Three-Year Total Cost $27,000

Student Retention Action Plan #5A

Strategy:	**IMPROVE EFFECTIVENESS OF AND EXPAND PARTICIPATION IN STUDENT SUCCESS COURSE**
Target group	First-semester students
Persons Responsible	Charlene Dukes, Hank Busky, Marge Taibi, Dennis Bartow
Implementation date	Fall 1997
Interim steps	1. Form committee to improve and expand course. 2. Collect research, data, and models from other institutions offering similar courses. 3. If retention correlation is established, consider: (a) significant expansion of offerings (b) mandatory placement for selected students (c) faculty training as course instructors
Objectives	1. Improve first-term and subsequent success and retention rate of students who take the course.
Evaluation	1. Track overall and subsequent success and retention rate of students who take the course. 2. Surveys of student and faculty satisfaction with course. 3. Satisfactory external review of course.
Cost	1. Faculty member assigned released time to research/coordinate course development $4,500 2. Travel funds to visit colleges with similar courses or bring course coordinators to PGCC $2,500 3. Materials for model course $ 500

COST: (See Action Form 5)

Student Retention Action Plan #6

Strategy: PILOT TEST FRESHMAN ACADEMY	
Target group	First-time enrolled students needing basic skills remediation in mathematics and at least one other area
Persons Responsible	Hercules Pinkney, David James, Dennis Bartow, Vera Zdravkovich, Robert Barshay
Implementation date	Planning--FY97; Pilot Test--Fall 1997, Spring 1998, Fall 1998
Interim steps	1. Appoint planning committee to: (a) select multidisciplinary faculty team. (b) develop cluster scheduling of orientation, instruction, and support services for a three-semester pilot project. (c) develop structured group/peer study strategies and activities. 2. Research other models at similar institutions. 3. Develop method of selecting students for pilot project.
Objectives	1. Remediate students' basic skills deficiencies. 2. Students' take responsibility for their own learning and achievement. 3. Develop students skills in reasoning, critical thinking, oral communication, listening, use of technology, and cooperative-collaborative learning.
Evaluation	1. Track student success and retention of students participating in pilot project. 2. Conduct cost-benefit analysis of pilot project. 3. Survey student and faculty satisfaction with and recommendations for project.
Cost	1. Released time for faculty team $25,000 2. Planning and training of faculty team $ 2,500 3. Materials and supplies $ 2,500

FY 97 Cost $15,000
FY 98 Cost $30,000
FY 99 Cost $15,000
Three-Year Total Cost $60,000

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Student Retention Action Plan #7

Strategy:	**INCREASE FACULTY INVOLVEMENT IN STUDENT SUPPORT SERVICES**
Target group	All students
Persons Responsible	Charlene Dukes, Hercules Pinkney, Dennis Bartow
Implementation date	Fall 1997
Interim steps	1. Determine collegewide needs in advisement, registration, mentoring, college activities program, high school recruitment, etc. and ways in which faculty participation could supplement and improve such services. 2. Develop and implement faculty training program for different student support services functions. 3. Develop system for assigning and supervising faculty members to specific on-going student support services.
Objectives	1. Increase contact between faculty and students. 2. Increase student satisfaction with advisement, registration, mentoring, college activities, recruitment, etc. 3. Improve student success and retention of students who interact with faculty members and staff through above programs.
Evaluation	1. Track success/retention rates of students who interact with faculty through above programs. 2. Survey students and faculty assessing effectiveness of faculty involvement in student support services.
Cost	1. Training for faculty advisors, mentors, recruiters, etc. $3,500 2. Materials and supplies $2,500

FY 97 Cost -0-
FY 98 Cost $ 6,000
FY 99 Cost $ 6,000
Three-Year Total Cost $12,000

Student Retention Action Plan #8

Strategy:	**PROVIDE TUITION SCHOLARSHIP AID TO HIGH ACHIEVING, PRINCE GEORGE'S COMMUNITY COLLEGE STUDENTS**
Target group	Full-time, part-time, working, and honors students with cumulative grade point averages of 3.0 and above facing financial barriers to uninterrupted enrollment.
Persons responsible	Alonia Sharps, Tamba Alpha-Kpetewama, Honors coordinator
Implementation date	Fall 1998
Interim steps	1. Appoint work group to develop program: (a) identify/solicit funds (b) determine eligibility (c) determine selection process. 2. Develop and implement promotional program about scholarship opportunities. 3. Review and select first award recipients.
Objectives	1. To enable students who have demonstrated success at PGCC to continue their studies without interruption. 2. To retain and recognize honors students who, otherwise, might transfer to other colleges or have to interrupt their studies for financial reasons. 3. To provide scholarship assistance to outstanding nontraditional students.
Evaluation	1. Track academic performance and progress of scholarship recipients over time.
Cost	Variable cost depending on solicitation of new funding or transfer of existing scholarship funds Recommended Funding Level $50,000

FY 97 Cost -0-
FY 98 Cost $25,000
FY 99 Cost $50,000
Three-Year Total Cost $75,000

Student Retention Action Plan #9

Strategy: IMPROVE AND EXPAND ALANA PROGRAM	
Target group	Students qualifying for participation in the ALANA Program.
Persons responsible	Alonia Sharps, Tamba Alpha-Kpetewama
Implementation date	Spring 1997
Interim steps	1. Develop pilot program in which peer (student) advisors will be hired and trained to supplement current mentoring program. 2. Select and train peer advisors. 3. Assign peer advisors to selected mentees.
Objectives	1. Improve student success and retention of students in ALANA program.
Evaluation	1. Track students in ALANA program who work with peer advisors. 2. Survey student and advisor satisfaction with peer advising program. 3. Conduct cost-benefit analysis of peer advising program.
Cost	Peer advisor stipends (10 @ $300/year) $3,000 Peer advisor coordinator $2,000 Materials and Supplies $ 500

FY 97 Cost $ 5,500
FY 98 Cost $ 5,500
FY 99 Cost $ 5,500
Three-Year Total Cost $16,500

Student Retention Action Plan #10

Strategy: HIRE LEARNING SPECIALIST	
Target group	Students with learning problems and disabilities.
Persons responsible	Charlene Dukes, Hank Busky
Implementation date	Fall 1997
Interim steps	1. Assess need for full-time learning specialist in consultation with counselors and faculty members with expertise in this area. 2. If need for a learning specialist is significant and funding approved, develop position available bulletin for position. 3. PAB should include expertise in testing and counseling students as well as training faculty.
Objectives	1. Improve success and retention of students with learning problems and disabilities. 2. Help faculty identify, refer, and assist students with learning problems and disabilities.
Evaluation	1. Track academic performance and progress of students with learning problems and disabilities who have worked with the learning specialist or trained faculty members. 2. Survey of student and faculty satisfaction with learning specialist.
Cost	New position: Learning Specialist $45,000 (includes benefits)

FY 97 Cost -0-
FY 98 Cost $45,000
FY 99 Cost $45,000
Three-Year Total Cost $90,000

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BUDGET ESTIMATES FOR PROPOSED ACTION PLANS				
ACTION PLAN	**FY97**	**FY98**	**FY99**	**Total**
1. Support for Mathematics Instruction (Tutoring budget included in 3B)	$ 7,500	$15,000	$15,000	$37,500
2. Educational Development Retention Activities	$12,000	$12,000	$12,000	$36,000
3. Degree-Credit Retention Activities	$48,000	$36,000	$24,000	$108,000
3A. CHM 101 & 100-level Prep Course Retention (Cost included in 3)				
3B. Credit Course Tutoring	$ 2,500	$10,000	$10,000	$22,500
4. Early Intervention Programs	$ 2,500	$ 2,500	$ 2,500	$ 7,500
5. Student Orientation to College	$11,500	$11,500	$ 4,000	$27,000
5A. Student Success Course (Cost included in 5)				
6. Freshman Academy Pilot Test	$15,000	$30,000	$15,000	$60,000
7. Faculty Involvement in Student Support Services		$ 6,000	$ 6,000	$12,000
8. Scholarships for PGCC High-achieving Students		$25,000	$50,000	$75,000
9. ALANA Program	$ 5,500	$ 5,500	$ 5,500	$16,500
10. Learning Specialist		$45,000	$45,000	$90,000
TOTALS	**$104,500**	**$198,500**	**$189,000**	**$492,000**

NOTE: The above totals do not, necessarily, represent new monies. For example, budget items such as scholarship funds, student services expenditures, and faculty development resources may be transferred to specific retention functions.